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AUTHOR Iverson, Maynard J.
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ABSTRACT

A study investigated the nature and extent of sexual harassment among vocational educators of both sexes in the Southeastern United States. Other objectives of the study were to assess the policies and procedures available for employees and to develop guidelines for dealing with the problem. After mailing questionnaires to a 5 percent random sample of American Vocational Association members in the region, researchers obtained usable responses from 443 of the 735 eligible subjects. While only 29 respondents indicated that they had experienced harassment during the past 3 years, 44 teachers reported observing harassment. Comments with sexual meanings were the most commonly mentioned form of harassment, occurring occasionally or as often as 82.6 percent of the time. Because the victim's most frequent response to the harassment was to ignore it, no change took place in more than one-third of the cases. The major recommended means to stop harassment were to use care in dress, to clarify marital status or commitment to others, and to object openly to the action. In terms of general attitudes toward sex in the workplace, the respondents upheld traditional views. Based on the findings of the study, 10 guidelines were offered for dealing with sexual harassment in vocational education. (MN)

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SEX-RELATED JOB PRESSURES ON MALE AND FEMALE EMPLOYEES OF PUBLIC VOCATIONAL EDUCATION AGENCIES IN THE SOUTHEASTERN REGION OF THE UNITED STATES

Research Report of a Staff Study

by

Maynard J. Iverson, PhD
Associate Professor of Occupational Education
North Carolina State University
Box 5096, Raleigh, North Carolina 27650

in cooperation with
and through partial financial support from

The Auburn (Alabama) University Chapter
and the
District VII Projects Committee

of

Phi Delta Kappa
National Education Honorary
Box 789, Bloomington, Indiana
47402

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ABSTRACT

Discrimination based on sex, though illegal under Federal guidelines, continues to be a problem in the workplace. This study sought to determine the nature and extent of sexual harassment among vocational educators in the Southeast. (Sexual harassment is defined as unwanted sexual advances which may have direct employment consequences on the subject from accepting or rejecting such conduct.) The study also sought to assess the policies and procedures available for employees and to develop guidelines for dealing with the problem. Both male and female vocational educators were surveyed.

Data were gathered by mailed questionnaires from a 5% random sample of American Vocational Association members in the Region. One follow-up mailing was conducted and usuable responses were received from 443 of the 735 eligible subjects (60.3%). Data were analyzed by computer using the Statistical Analysis System (SAS). There were no statistically significant differences among respondents when comparisons by date of response were analyzed; therefore, all data were grouped. An analysis of respondent characteristics revealed a typical vocational educator profile.

Just 29 respondents (6.6%) indicated that they had experienced harassment during the past three years; however, 44 (10.1%) reported observing harassment. Comments with sexual meanings were the most commonly mentioned form of harassment, occurring "occasionally" or "often" 82.6% of the time. More victims ignored harassment than any other reaction. As a result, no change took place in more than one-third of the cases. The major recommended means to stop harassment were to use care in dress, to clarify marital status or commitment to others, and to openly object to the action. In terms of general attitudes toward sex in the workplace, respondents upheld traditional views. At the end of the report, 10 guidelines were offered for dealing with sexual harassment in vocational education and 12 recommendations were made for utilization and expansion of the study.

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M. J. Iverson

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INTRODUCTION/NEED FOR THE STUDY

Sex equity in jobs is a federal priority area addressed by vocational-technical education. In many states, including those in the Southeastern Region, some important steps have been taken, including the setting up of sex equity offices and employment of professional staff members. Major emphases in sex equity programs include the recognition and reduction or elimination of discrimination based on sex.

Over the past 20 years, federal laws and agency rulings have addressed the problem of work-related sex discrimination. An important early law -- and one which continues in force -- is the Civil Rights Act of 1964, Title VII of which expressly forbids discrimination in employment. Schools were directly affected with the passage of the Educational Amendments of 1972, (P.L. 92-318) Title IX of which specifically prohibited sex discrimination against students in federally aided educational institutions and discrimination based on the sex of employees in hiring, promotions and benefits. The law required school organizations to maintain grievance procedures, to publicize policies of nondiscrimination and to take steps to assure compliance.

The Equal Employment Opportunity Commission set up guidelines (copy appended) in 1980 which describe discriminatory sexual harassment practices in work settings and hold the employer liable for failure to protect the victim. Incidents of sexual harassment, on the job -- and resultant legal actions -- have received substantial publicity in recent years. Increasingly, courts have found for the plaintiff and heavy penalties have been levied. Policies, procedures and programs to assure compliance have become part of the company/institutional framework. Thus, the issue of sexual harassment in the workplace has taken on new importance -- in a variety of settings.

Since women currently comprise 42% of the American workforce, and 56% of adult women now hold paying jobs, it is likely that the problem of sexual harassment will have continued emphasis throughout society, including the vocational education community. This study was designed to provide knowledge of sexual harassment as it affects vocational educators in the Southeastern United States. In addition, it aimed to offer a means for solving, or at least reducing, the problem in the educational systems affected. It was hoped that the knowledge and guidelines generated through this research would aid in the development of preventive and corrective measures appropriate for vocational education agencies and institutions throughout the Region.

REVIEW OF RELATED LITERATURE

A search of the literature, including both a hand search of the libraries at Auburn University and at North Carolina State University and a computer search of the ERIC system, revealed little research on the specific topic. The descriptors used in the ERIC search were: VOCATIONAL EDUCATION & EMPLOYMENT PRACTICES OR EMPLOYMENT PROBLEMS & SEX DISCRIMINATION OR SEX BIAS OR SEX FAIRNESS. Ten documents were identified but none was specific to sexual harassment in vocational education. Instead, they focussed on the general aspects of equality in student access to vocational education or employment opportunities, sex role stereotyping, sex bias, or the emerging role of women in the work environment. The publications that dealt with sexual harassment were primarily of a contemporary nature -- popular magazine or newspaper articles -- and/or focussed on fields other than vocational education. The most appropriate items are as follows:

Nature and Extent of Sexual Harassment in the Workplace

In a 1977 New York Times interview, Susan Meyer and Karen Sauvigńe, founders of the Working Women's Institute, indicated that "no one knows exactly how pervasive sexual harassment on the job is." They went on to say that "sexual harassment affects women of all ages, ranks, shapes and sizes ... (but) waitresses and clerical workers are more likely to be harassed than other women; women with lower salaries are more likely to experience physical, as opposed to verbal, harassment than better paid women" (Crittenden, 1977).

Working Women United, a non-profit service organization in New York, conducted a survey in Ithaca, New York, in 1975 and found that 70% of the respondents had experienced some unwanted sexual advances. A national survey of its readers in 1976 by Redbook magazine netted 9,000 replies of which 88% reported

some form of sexual harassment on the job (Working Women's Institute, 1978). However, these studies were dependent on voluntary response and may not have been representative samples. Nonetheless, other studies indicate that sexual harassment is a common problem for workers -- especially women. New Responses, Inc., a non-profit group in Washington, D.C., found in a study of three U.S. Government agencies that 40% of women employees reported harassment and 36% said they had seen others harassed. Of those suffering personal harassment, 43% reported physical abuse or contact (At the workplace, 1979).

The "National Survey of Working Women", conducted by the National Commission on Working Women found that 12% of the 82,638 respondents viewed sexual harassment on the job as being a "somewhat" or "very" serious problem. About 19% of never married, separated or divorced respondents -- with or without children -- viewed harassment as a serious problem. Among married or widowed women the figure was much lower -- 8-11%. Even women who were not employed, but who planned to seek work, anticipated problems with sexual harassment; 14% of all women, 27% of those never married, 11% of married women with dependent children and 15% of married without children, were worried about harassment (National Manpower Institute, 1979).

The Working Women's Institute describes sexual harassment as the single most widespread occupational problem women face in the workplace (Hoffman, 1979). This contention is supported by Donna Lenhoff, attorney for the Women's Legal Defense Fund, who in testimony before a subcommittee of Congress said, "Sexual harassment at work is a common and recurring problem for the vast majority of working women." She stated that at least 70% of working women have been propositioned or harassed at some time during their careers (At the workplace, 1979). Additional evidence came from Representative James Hanley, Chairman of the House Post Office and Civil Service Subcommittee, who said, "Sexual harassment is an everyday, everywhere occurrence in the federal government" (Harassment, 1979).

A study conducted by Sangamon State University supported the above views. In a study of 5,500 women randomly selected from 51 state agencies in Illinois, 59% of the 1,495 respondents reported experiencing sexual harassment in their present place of employment. Specifically, 52% had been subjected to suggestive looks/leers, 26% had been subjected to sexual hints/pressures, 25% had been physically touched or grabbed, 20% had been propositioned, 4% had been repeatedly pressured for relations, 9% reported other/miscellaneous unwanted attention and 2% had been subjected to coercive sex. Most reported several types of harassment. Consequences of sexual harassment were: 6% of the respondents were denied promotions (14% of the respondents observed this consequence), 3% were involuntarily transferred (10% observed), 3% were fired (13% observed), 7% quit (24% observed) and 6% requested transfer (10% observed). Retaliation for resisting harassing behavior was seen as a significant possibility by respondents. The most frequently mentioned serious incidents were physical contact, sexual propositions, and sexual remarks (Hayler, 1980).

The study which was most influential in setting the EEOC and other legal machinery in motion was the 1979 survey by the Merit System Protection Board, a federal "watchdog" agency. It found that nearly 25% of all federal workers -- 42% of the females and 15% of the males -- reported some form of sexual harassment in the two years preceding (Zempke, 1981).

Two recent cases bear out the revelation that sexual harassment of males occurs. In 1980, a woman supervisor in the Wisconsin Department of Health and Social Services was charged with sexually harassing and discriminating against a subordinate male. The plaintiff asked the State Personnel Commission for back pay, reinstatement, and all court costs and legal fees (Woman charged, 1980). In a similar case, a Madison, Wisconsin, man was awarded $196,500 by a federal jury as a result of a suit in which he charged that he was demoted because he resisted the sexual demands of his female supervisor (Wins suit, 1982).

Sexual harassment in manufacturing industry is said to be "rampant". University of Michigan - Dearborn sociologists determined, in a study of 150 women aged 20-50 and employed in a Detroit auto plant, that 36% of women who work on the line are harassed. Harassment varies from physical attacks (14.4%) to vulgar remarks (23.9%). Sexual propositioning accounted for 28.1%, oral innuendo 9.4%, sexual bribery 6.3%, and social derogation (rumors) 5.6%. Those most often harassed were black females, single or divorced women under 30, and those who had no friends in the plant. About 27% of the harassment came from supervisors who made up only 5% of plant workers. Most women took the passive approach -- they ignored it -- which seldom worked (Rampant sexual heckling, 1981).

Additional support for the charge of harassment in industry is found in a report titled, "A Territorial Issue: A Study of Women in the Construction Trades." A national non-profit organization, Wider Opportunities for Women, stated that nearly all women working at four government-financed construction projects had been sexually harassed on the job (Report cites, 1982).

There appears to be some disagreement, however, as to the seriousness of the problem. A nationwide study conducted by the Harvard Business Review found that men -- presumably corporate executives who subscribe to the journal -- do not see sexual harassment in the workplace to be a real problem and that the actual incidence of harassment is greatly exaggerated. Women subscribers saw sexual harassment as a growing problem which not only violates rights but also affects their work productivity (Association of American Colleges, 1982).

Thus the literature has provided ample evidence as to the seriousness of the problem throughout the work world. Because of the lack of data or documents on sexual harassment among vocational educators, investigation of the phenomena in the context of public vocational education is warranted.

Policies and Procedures/Guidelines

Attention to the subject of sexual harassment is new to the educational community. Thus, the development of policy statements and guidelines is at an early stage. Although a number of universities and agencies have published brochures on the subject (University of Wisconsin, 1981; Association of American Colleges, 1982; North Carolina State University, 1982) little has been written regarding sexual harassment among vocational educators. Often a leader and innovator in educational change, vocational education has yet to respond to this new challenge. As Carolyn Allen (1976), speaking on sex discrimination to the Southern Region Vocational Education Development Conference noted, "If vocational education is to act as an example for change for other areas of education, leadership must be willing to initiate changes -- starting with their own attitudes (p. 28). Rep. James Hanley, Chairman of a House Committee investigating harassment, recommends "putting (government) managers on notice that a 'boys will be boys' atmosphere will not be condoned in any federal agency" (Harassment, 1979). Not only must educational leaders accept responsibility for their own actions, but they must also provide impetus for changing the behavior of others. To accomplish this, a number of leadership approaches are possible, but one which actively involves members of the educational unit may be best. Writing in the ACSA School Management Digest, Jo Ann Mazzorella (1972) noted that in implementing Title IX of the Educational Amendments of 1972, a decentralized approach involving vigorous, dedicated committees has been used by most schools that have moved the farthest toward eradicating sex discrimination (p. 31).

The literature on sexual harassment offers some definite recommendations to those working on policy statements for their unit; also proposed are guidelines for persons affected by harassment. Meyer and Sauvigné, founders of the Working

Women's Institute, recommend that persons being harassed not ignore what's happening. Rather, they should speak up, tell the offender of the problem or seek someone to tell the person, find out if the problem affects others in the unit, keep records of the offenses in case of an investigation, and, as a last resort, take legal action or file a complaint with the local Human Rights Commission (Crittenden, 1977).

An article in Career World suggested a similar strategy but added that the person should document job performance during periods of harassment, to have available in the event legal action is taken. The complaint should be made to higher authority, using the grievance procedure of the unit; if harassment continues, the harassed individual should file a complaint with the Equal Employment Opportunity Commission (McCullough and Hicks, 1981). A similar, but alternative approach is taken by an instructional unit on sexual harassment from the University of Missouri (DeVore, 1982). The following are eight things to do if a person is sexually harassed:

1. Don't feel guilty or embarrassed.
2. React. Do something to let it be known you don't like the behavior.
3. Talk to the person privately -- tell him how you feel.
4. Try not to be alone with that person again.
5. Talk with others at the workplace.
6. If harassment continues, write a letter to the person, detailing the incidences and telling why they are offensive.
7. If harassment still continues, complain to the person's supervisor.
8. Keep a diary noting the time, place, and other details of the incidents (to be used as evidence, if needed).

(p.23)

What happens as a result of the complaint is dependent on the system within the unit. To reduce the chance of retribution, one article suggests that those complaining of sexual harassment should be given temporary transfers until the complaint is investigated and resolved (Harassment, 1979).

According to the Association of American Colleges (1980), an educational institution can do the following to make people more aware of the sexual harassment problem:

- Develop a specific policy against sexual harassment.
- Disseminate the policy in memos, posters, flyers, and media.
- Develop a procedure to inform new employees.
- Survey the workplace to find out the extent of the problem.
- Develop and disseminate information about grievance procedures to handle sexual harassment complaints (this may include a union grievance procedure, if applicable).
- Develop a code of conduct for all employees. (p. 3)

Robert Joyce, writing in the July, 1982 School Law Bulletin proposed the following model policy for schools:

PURPOSE. This policy is adopted to promote an atmosphere in which all members of (this school) community may work free of sexual harassment and to provide for the orderly resolution of complaints of sexual harassment.

POLICY. All members of this community are expected and instructed to conduct themselves in such a way as to contribute to an atmosphere free of sexual harassment. Sexual harassment of any employee by any other employee is a violation of the policy of (this school) and will not be tolerated. Anyone who violates this policy will be disciplined in accordance with the procedures outlined below.

DEFINITION. Requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature by any employee constitute sexual harassment when --

A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, or
B. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual, or
C. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

APPOINTMENT OF A GRIEVANCE OFFICER. The (Chief Administrator) shall appoint a Grievance Officer whose duty it is to receive complaints of sexual harassment and to attempt to resolve the complaints in an informal manner. The Grievance Officer shall:

(1) Inform employees of the policy against sexual harassment and of the grievance procedures for resolving complaints;

(2) Receive complaints of sexual harassment from employees;

(3) Confer separately with the complaining employee and the individual against whom the complaint is made in an attempt to determine the circumstances leading to the complaint;

(4) If the Grievance Officer considers it desirable and both parties consent, confer jointly and informally with both parties;

(5) Make a determination as to the merits of the complaint and, where appropriate, propose an informal resolution; and

(6) Keep the matter confidential, except to the extent that disclosure is required by these procedures.

An informal resolution agreeable to both parties closes the matter, except that the Grievance Officer shall submit a record of the incident, including the names of the parties involved and its resolution to the (Affirmative Action Officer, Director of Personnel, Chief Administrator), who shall maintain a confidential file of such records. The complaining party and the person against whom the complaint is made may inspect the record and submit a statement to the (Affirmative Action Officer, Director of Personnel, Chief Administrator) for inclusion in the file.

APPLICATION OF THE GRIEVANCE PROCEDURES. The complaint of an employee who believes that he or she has been subjected to sexual harassment in violation of this policy is a grievance to be resolved through the employee grievance procedures of (this school) as set out in (the employees' manual), except that the presentation of the complaint to the Grievance Officer replaces presentation of the complaint to the complaining employee's immediate supervisor. The Grievance Officer's determination may be appealed to the same official of the administration who would hear an appeal from the decision of the immediate supervisor under the employee grievance procedures of (this school). Appeal is available to both the complaining party and the party against whom the complaint is made. (p. 15)

The model policy assumes that the employer has a grievance procedure for handling employees' complaints, that complaints begin with the immediate supervisor and progress to the highest level of administration, and that a member of the top administration will be designated a "Grievance Officer". The policy should be posted and distributed to all employees of the unit (Joyce, 1982).

Once an appropriate policy has been put in place, the next task is to enforce it. Some organizations simply issue orders to stress the enforcement of earlier policies on sexual harassment.

The Navy recently ordered commanders to crack down on sexual harassment with swift and appropriate disciplinary action. An order dated November 12, 1982, from Admiral W. N. Small, Vice Chief of Naval Operations, gives commanding officers specific directions to implement training programs and to take disciplinary action when warranted. "It is the responsibility of every senior ... to insure that any instance of sexual harassment is dealt with swiftly, fairly and effectively," Small's order said. "Sexual harassment will not be condoned or tolerated in the Navy" (Navy orders crackdown, 1982).

While paying no less heed to enforcement, educational agencies in North Carolina have used workshops and seminars to deliver information on harassment and to secure compliance. The North Carolina Department of Human Resources has developed a training package including lectures, participant exercises, the State Policy on Sexual Harassment, the Department Directive -- to implement State policy -- and evaluation forms. The materials are designed to prepare supervisory and management personnel in all State government units for the prevention and correction of sexual harassment (Smith, 1981).

A workshop for North Carolina Department of Community College personnel featured discussion of the environment that harassment creates, and its implications for students, employees and managers. Case studies, strategies for dealing with harassment, and work on a sexual harassment manual were also featured (North Carolina Department of Community Colleges, 1982).

The Sexual Harassment Seminar for University Administrators conducted by the Division of Personnel at North Carolina State University (1982) similarly stressed: NCSU policy; sensitivity to and awareness of the problem; the impact of harassment on morale, learning, and productivity; courses of action to be

taken, legal ramifications; and the accountability of the administration for an environment free of harassment.

During the 1970's the law has become increasingly responsive to the sexual harassment issue. Title VII of the Civil Rights Act of 1964 makes it unlawful for an employer "to discriminate against any individual with respect to his compensation, terms, conditions or privileges of employment, because of such individual's race, color, religion, sex or national origin " (Joyce, 1982, p. 14). The courts now consider sexual harassment in the same light as religious or racial harassment. Although the Equal Employment Opportunity Commission guidelines do not have the force of law, the courts are willing to give them "great deference" (Joyce, 1982, p. 14). The employer is, therefore, liable for harassment which occurs in the workplace even if a specific policy against such practices is in force.

The harassed individual has access to a number of remedies under the law: reinstatement to the job if fired, back pay, a promotion, and attorney's fees. A lawyer is not needed to file complaints with the EEOC (Van Buren, 1981).

Whether additional legislation is needed to control sexual harassment on the job is open for discussion. In a debate in Family Weekly, Marlene Cummings, Governor's Advisor for Women's Initiatives, Wisconsin, stated that "Laws ... can be very effective if well publicized and if a sound method for redress is implemented." Evan Spelfogel, a labor relations attorney in New York City, countered that legislation against sexual harassment would overload the courts and create a "sterile, asocial, asexual work environment and distort even more the advantage women now reap from reverse discrimination" (Pro and con, 1980).

In the foreseeable future, it is unlikely that additional laws will be passed. The enforcement of present laws and their broader interpretation regarding sexual harassment is far more apt to occur. Although policies and guidelines are at the formative stage, a number of agencies and organizations

are acting to provide protection to their employees. It is equally important that means be provided to assist vocational educators with resolution of potential problems with sexual harassment.

OBJECTIVES

The primary purpose of the study was to determine the nature, extent and resolution of sex-related pressures placed on male and female employees of the public institutions and agencies involved in vocational-technical education in the Southeast.

Specific Objectives were:

a. To determine the nature and extent of sex-related pressures, including verbal harassment and unwanted advances, on male and female employees in Southeastern vocational-technical institutions and agencies.

b. To ascertain the policies and procedures presently used or available to resolve sexual harassment situations involving employees of the states' vocational education systems.

c. To synthesize guidelines for dealing with sexual harassment/sexual pressure cases and removing or reducing the incidence of such situations.

d. To develop and validate data gathering instruments which can be utilized in other states and types/levels of education to determine the extent and nature of sexual pressure on employees.

DEFINITION OF TERMS

Sex discrimination means any action which limits or denies a person or a group of persons opportunities, privileges, roles or rewards on the basis of their gender (North Carolina Department of Public Instruction, 1978).

Sexual harassment in the workplace is defined as any deliberate, unsolicited and unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a superior or co-worker which has or may have direct employment consequences from accepting or rejecting such conduct. It includes verbal innuendos and suggestive comments, leering, gestures, unwanted physical contact (touching, pinching, etc.) rape and attempted rape. It is a form of discrimination mainly perpetrated by men against women, but harassment of men by women is not unknown. It is supported and reinforced by the use of economic power (threat of reprisals). In addition to being personal violations, sexual pressures in the workplace -- especially between employer and employee -- threaten a person's economic livelihood and create a negative work atmosphere. Sexual harassment does not include actions welcomed by the recipient or relationships freely entered into by individuals.

Vocational education is defined as any educational program below the professional or baccalaureate level that prepares students for entrance into, or upgrades/retrains workers in, a particular occupational field. Vocational education program divisions include agriculture, business and office, distributive/marketing, health, home economics, industrial arts, trade and industrial, and guidance. Training is conducted in public comprehensive and vocational junior and senior high schools, technical institutes and community colleges, area vocational schools, and adult education programs and regional occupational centers. Most vocational education programs are at least partially funded through federal legislation.

PROCEDURES

Design

This was a descriptive study using a questionnaire mailed to a randomly selected sample of vocational educators in the nine-state Southeastern Region. The sample was drawn by computer from among the approximately 15,000 members of the American Vocational Association who are located in the Region. Due to budget constraints, a five percent sample was used; this involved 735 individuals across the Region. In early November, 1982, each subject was mailed a questionnaire, a cover letter and a return-addressed, stamped envelope. Four weeks later, a postcard follow-up was sent to non-respondents. Copies of these items may be seen in Appendix A.

Instrument Development

The questionnaire was adapted from an instrument used by Sangamon State University to survey State of Illinois employees (Collins, 1979). The draft instrument was trial-tested at a workshop held in Atlanta, Georgia, during January, 1981. Those attending the workshop were professional women interested in opportunities for freelancing.

Subsequently, the survey instrument was revised by rewording unclear questions, eliminating income as a variable, and reducing the length. The re-drafted copy was reviewed by a number of individuals involved in women's programs or sex equity work in Alabama, Florida and North Carolina. Modifications in wording and response categories were made as a result of these reviews. The final draft was sent to the Human Subjects Committee at North Carolina State University for evaluation. The approved application may be viewed in Appendix B.

Data Analysis

Data were transcribed to computer storage discs at North Carolina State University in January, 1983. Each response was double-checked by the researcher to ensure error-free transcription. Data were analyzed through the Triangle Universities Computer Center (TUCC) using appropriate descriptive and inferential statistics from the Statistical Analysis System (SAS).

Scope

The study was limited to male and female employees of public vocational education agencies and institutions in the nine-state Southern Region who were members of the American Vocational Association during the 1981-82 school year.

FINDINGS

Rate of Response

Of the 735 subjects who were mailed questionnaires, two were deceased, and nine had moved and left no forwarding address. Thirteen (1.8%) of the remaining subjects returned blank forms, or otherwise declined to participate in the study -- for a variety of reasons. Thus, useable responses were received from 443 individuals, for a response rate of 60.27%. When month of response was analyzed by the General Linear Models procedure, there were no significant differences ($p \leq .05$) on the major attitudinal questions. Similarly, when the questions regarding experiencing or observing sexual harassment were tabled with month of response and subjected to Chi Square analysis, no significant differences were found. Thus, it was concluded that all respondents were from the same population and the data which they supplied could, therefore, be grouped for analysis in this study.

Profile of Respondents

Table 1 indicates the major demographic characteristics of the respondents. Although evenly represented by gender, respondents were primarily: Caucasian; over age 30; married for the first time; employed full time as teachers in male- or female-dominated settings; residents of Virginia, Florida, Georgia or North Carolina; working in a traditional program area; supervised by a male; non-supervisory in job description (or if a supervisor, had fewer than 20 employees); "seven" or "eight" on a 10-point, self-assessed, "attractiveness" scale; holders of Masters degrees; employed in the current position fewer than 15 years; and early responders to the survey. A plurality of respondents were unsure of the existence of a policy on harassment in their unit, but most were sure that no seminar or workshop had been available for the employees.

Table 1

Characteristics of Respondents

Characteristic	N	%
Sex		
Male	228	51.6
Female	214	48.4
Race		
Caucasian	378	88.1
Black	47	11.0
Oriental	1	0.2
Other	3	0.7
Physical Attractiveness (10 = "perfect")		
1	2	.5
2	1	.3
3	7	1.9
4	5	1.3
5	75	20.2
6	50	13.4
7	95	25.5
8	100	26.9
9	2	5.4
10	17	4.6

Table 1 -- Continued

Characteristic	N	%
Age		
20-29	33	7.5
30-39	89	20.3
40-49	110	25.1
50-59	119	27.1
60-69	88	20.0
Marital Status		
Single	52	12.1
Single living with member of opposite sex	7	1.6
Married - first time	270	62.8
Remarried	47	10.9
Separated	2	.5
Divorced	36	8.4
Widowed	16	3.7
Education Level (Highest)		
High School Diploma/G.E.D.	5	1.2
Some college	27	6.3
Associate Degree (2 year)	15	3.5
Bachelors Degree	104	24.2
Masters Degree	192	44.8
Specialist Degree	39	9.1
Doctorate	47	11.0
Present Employment Status		
Full time (40 hours/week)	392	90.7
Part-time (less than 40 hours)	12	2.8
Unemployed	5	1.2
Retired	23	5.3
Tenure in Current Position		
Fewer than 4 years	90	20.5
4-6 years	68	15.5
7-9 years	66	15.0
10-14 years	102	23.2
15-19 years	46	10.5
20-29 years	50	11.4
30 or more years	17	3.9
Sex of Immediate Supervisor(s)		
Male	340	82.9
Female	69	16.6
Both	2	.5
State of Residence		
Alabama	7	1.6
Florida	91	20.7
Georgia	46	10.5
Kentucky	13	3.0
Mississippi	6	1.4
North Carolina	39	8.9
South Carolina	10	2.3
Tennessee	25	5.7
Virginia	202	46.0

Table 1 -- Continued

Characteristic	N	%
Month of Response		
November	359	81.8
December	41	9.3
January	34	7.7
February	5	1.1
Sex of Co-Workers		
All male	15	3.6
All female	16	3.9
Majority male	159	38.5
Majority female	198	47.9
About equal	25	6.1
Supervision a Role of Respondent		
Yes	165	38.1
No	268	62.0
Number Supervised		
Fewer than 5	50	30.3
5-9	21	12.7
10-19	34	20.6
20-49	29	17.6
50 or more	31	18.8
Position/Classification/Job Title		
Teacher/Instructor/Coordinator	295	68.3
Teacher Educator/Counselor Educator	33	7.6
Local Administrator	48	11.1
District/Regional Administrator	6	1.4
State Supervisor/Administrator	13	3.0
Counselor	4	.9
Student	1	.2
Other	32	7.4
Program Area		
Agriculture	45	10.7
Business and Office	55	13.1
Distributive/Marketing	40	9.6
Guidance	9	2.2
Health Occupations	25	6.0
Home Economics	62	14.8
Industrial Arts	19	4.5
Trade and Industrial Education	92	22.0
Others	72	17.2
Policy on Harassment in Unit		
Yes	125	29.1
No	125	29.1
Don't Know	179	41.7
Opportunities for Employee Seminar/Workshop (past three years)		
Yes	67	15.6
No	204	47.4
Don't Know	159	37.0

Note: Totals for some characteristics may not equal 100% due to rounding.

Extent of Harassment

Just 29 respondents (6.6%) reported experiencing some type of sexual harassment; nine of these were men. However, instances of harassment were observed by 44 respondents (10.1%) -- 19 of whom were men. Four and six persons, respectively, left these two questionnaire items blank.

Nature of Sexual Harassment

The form and frequency of sexual harassment, as reported by vocational educators, is detailed in Table 2.

Table 2

Nature of Sexual Harassment Reported by Vocational Educators

Type of Harassment	N	Frequency of Occurrence N (%) Rarely	Occasionally	Often
Comments with sexual meanings	49	9 (18.4%)	22 (44.9%)	18 (36.7%)
Suggestive looks (leering)	46	8 (17.4%)	23 (50.0%)	15 (32.6%)
Body contact (touching, brushing against, grabbing, or pinching)	43	17 (39.5%)	19 (44.2%)	7 (16.3%)
Repeated pressure for personal relationships (dates)	37	17 (46.0%)	13 (35.1%)	7 (18.9%)
Sexual propositions (request for sex)	35	21 (60.0%)	12 (34.3%)	2 (5.7%)
Coerced sex (sexual demands with implied or overt threats concerning one's job, promotion, recommendation, etc.)	28	23 (82.1%)	4 (14.3%)	1 (3.6%)
Physical assault	23	22 (95.7%)	1 (4.3%)	-
Other	4	2 (50.0%	2 (50.0%)	-

It can be seen that comments with sexual meanings was the most commonly mentioned form of harassment (46 respondents) and was said to occur "occasionally" to "often" by 82.6% of those reporting that form of harassment. Suggestive looks and body contact were the next most prevalent forms of harassment. Only one other item -- pressure for dates -- was rated by more than one-half of respondents as occuring "occasionally" to "often".

Comments with sexual meanings was chosen as the most serious form of harassment by over one-third of the respondents who reported harassment. Body contact and pressure for dates were the next most serious forms listed. These figures may be viewed in Table 3.

Table 3

Most Serious Form of Harassment Chosen by Respondents

Type of Harassment	Respondents	
	N	%
Comments with sexual meanings	14	34.1
Body contact (touching, brushing against, grabbing, or pinching)	7	17.1
Repeated pressure for personal relationships (dates)	7	17.1
Sexual propositions (requests for sex)	5	12.1
Suggestive looks (leering)	2	4.9
Coerced sex (sexual demands with implied or overt threats concerning one's job promotion, recommendation, etc.)	2	4.9
Physical assault	2	4.9
Other	2	4.9
Total	41	100.0

Reaction to Sexual Harassment

Respondents reported that more victims ignored the harassment than any other reaction. "No action" and "confronting the harasser" were each reported by 17.4% of the respondents. These data are found in Table 4.

It was "business as usual" in more than one-third of the observed cases of harassment -- nothing happened! In one-fourth of the cases, the harassment stopped but in more than one out of ten cases the harassment continued. These and other results can be reviewed in Table 5.

Table 4

Reaction by Victims of Sexual Harassment

Type of Reaction	Respondents	
	N	%
The victim ignored the harassment (made a joke of it, etc.)	17	37.0
No action was taken	8	17.4
The victim confronted the harasser	8	17.4
The victim reported it to higher authority	5	10.9
The victim discussed it with a co-worker	3	6.5
The victim left the unit (resigned, transferred, or changed jobs)	3	6.5
Other	2	4.3
Total	46	100.0

Table 5

Results from Victims' Reactions to Sexual Harassment

Result of Action Taken	Respondents	
	N	%
Nothing happened, "business as usual"	17	37.8
Harassement stopped	12	26.7
Harassment continued	5	11.1
The harasser was reprimanded (fined, demoted, etc.)	3	6.7
The victim was fired or transferred	2	4.4
The victim was denied promotion or a raise	2	4.4
The victim left the job voluntarily	1	2.2
Other	3	6.7
Total	45	100.0

Recommendations to Eliminate Harassment

A majority of respondents suggested care in dress, clarifying marital status or commitment to others, and open objection to harassment as means to eliminate the problem. Moreover, about one-fourth recommended taking legal action, avoiding socializing on the job, and adopting a cool/guarded manner. These and other suggested actions can be viewed in Table 6.

Table 6

Recommended Ways of Eliminating Sexual Harassment on the Job

Courses of Action	Responses	
	N	%
Use care about dress on the job	325	73.4
Make it clear about married status or commitment to one person	289	65.2
Openly object to the behavior	287	64.8
Take legal action	115	26.0
Avoid socializing off-the-job with members of the opposite sex (M.O.S.) co-workers/superiors	110	24.8
Adopt a cool, guarded manner	103	23.2
Pretend not to notice (ignore the harassment)	73	16.5
Avoid socializing with M.O.S. on the job	54	12.2
Other	44	9.9
Transfer/change jobs	33	7.4
Avoid working with M.O.S. whenever possible	9	2.0

General Attitudes Toward Sexual Harassment

Responses to 18 general attitude statements tended to indicate rejection of sexism and support for equality between the sexes. Vocational educators generally disagreed with the statements that it was "necessary to tolerate sexual harassment", that "sexual harassment is just part of the job", that use of sexual attractiveness is alright on the job (four items), that they were powerless and should not "make waves" over harassment, that victims of harassment are "asking for it", and that sexual harassment was "society's way of keeping people in their place". They generally agreed that "unwelcome attentions on the job are offensive" and that a person using sexual attractiveness ... tends to perpetuate a system of sexism". Other responses, as indicated in Table 7, were more neutral on the rating scale.

Table 7

Attitudes of Respondents Toward Sexual Behavior in the Workplace

Item	Frequency on the Scale: - N (%) - Strongly Disagree 1	Disagree 2	Undecided 3	Agree 4	Strongly Agree 5	Mean Rating	Standard Deviation
1. Unwelcome attentions on the job are offensive.	5 (1.2)	53 (12.3)	34 (7.9)	229 (53.0)	111 (25.7)	3.9	.91
2. A person using sexual attractiveness to his/her advantage tends to perpetuate a system of sexism.	12 (2.8)	46 (10.7)	55 (12.8)	233 (54.3)	83 (19.3)	3.8	.94
3. On the job, men's physical attractiveness is just as important as women's	19 (4.4)	63 (14.8)	70 (16.4)	242 (56.7)	33 (7.7)	3.5	.94
4. I feel that sexual harassment is a serious problem for many workers.	24 (5.6)	126 (29.2)	84 (19.5)	148 (34.3)	49 (11.4)	3.2	1.11
5. An attractive person has to expect sexual advances and must learn how to handle them.	60 (13.8)	146 (33.6)	38 (8.8)	171 (39.4)	19 (4.4)	2.9	1.20
6. Society shows favoritism to members of the opposite sex	25 (6.0)	155 (37.3)	81 (19.5)	133 (32.0)	22 (5.3)	2.9	1.04
7. Innocent flirtations make the workday interesting.	67 (15.5)	205 (47.5)	58 (13.4)	97 (22.5)	5 (1.2)	2.5	.97
8. Sexual tensions between persons who work together are natural.	50 (11.6)	219 (50.8)	67 (15.5)	89 (20.6)	6 (1.4)	.5	.95
9. Encouraging the boss's sexual interest is often a way of getting ahead.	107 (24.6)	169 (38.9)	49 (11.3)	100 (23.0)	10 (2.3)	2.4	1.10
10. Workers who are bothered by co-workers of the opposite sex are usually asking for it.	79 (18.2)	186 (42.8)	73 (16.8)	90 (20.7)	7 (1.6)	2.4	1.03
11. It is only natural for a person to use his/her sexual attractiveness since it is a basic asset meant to be used.	97 (22.4)	211 (48.6)	58 (13.4)	66 (15.2)	2 (0.5)	2.2	.95
12. Generally, I feel powerless to improve my working conditions.	90 (21.6)	242 (58.0)	24 (5.8)	52 (12.5)	9 (2.2)	2.2	.93
13. If co-workers use their sexual attractiveness to advance on the job, that's their business and has nothing to do with me.	103 (23.7)	223 (51.3)	48 (11.0)	58 (13.3)	3 (0.7)	2.1	.92
14. A person should not "make waves" over sexual harassment at work.	129 (30.8)	243 (58.0)	25 (6.0)	19 (4.5)	3 (0.7)	1.9	.76
15. Using sexual attractiveness is an appropriate way for a person to gain job advantages.	170 (39.2)	210 (48.4)	19 (4.4)	29 (6.7)	6 (1.4)	1.8	.85
16. Sexual harassment is society's way of keeping people in their place.	185 (42.7)	203 (46.9)	23 (5.3)	12 (2.8)	10 (2.3)	1.7	.83
17. Sexual harassment is just part of the job.	196 (45.2)	206 (47.5)	13 (3.0)	16 (3.7)	3 (0.7)	1.7	.73
18. I believe it is necessary to tolerate sexual harassment on the job.	284 (65.4)	118 (27.2)	14 (3.2)	14 (3.2)	4 (0.9)	1.5	.78

CONCLUSIONS

The following conclusions were drawn from the findings of the study.

Response

Vocational educators in the Southeast were willing to participate in the study and to provide personal information on a sensitive topic. Respondents indicated an awareness of the problem and a concern for its solution.

The sample represented the major demographic categories found in the population; therefore, the responses and resultant findings, conclusions and recommendations are valid for other vocational education personnel in the Region.

Nature and Extent of Harassment

Sexual harassment was probably less prevalent among vocational-technical educators in the Southeast than in the general population or in other fields. However, the 6.6% experienced and 10.1% observed incidents suggests a potential problem for 16.7% or one out of six vocational educators in the Region!

Harassment appeared to affect both sexes; however, females were victims more than twice as often as men (8.9% to 3.9%, respectively). Both sexes evidently needed protection from harassment; but female vocational-technical educators were more likely to benefit from such help.

Verbal and other non-physical forms of sexual harassment were more prevalent than overt physical forms; however, all forms were reported, including physical assault. Vocational educators in the Region were not immune to the more flagrant forms of sexual harassment.

Reaction to Harassment

Vocational educators were reluctant to confront harassment and directly resolve the problem. "No action" was the most frequent response to harassment -- 54.4% of the time. Not a single instance was reported of the victim going for legal or outside help! Thus, effective internal mechanisms are needed for dealing with potential sexual harassment in the school setting.

Educational systems appeared to be incapable of dealing effectively with the harassment problem; "no action" or, even worse, actual penalties for the victim, appeared to be the norm. Simple justice would indicate that changes are needed in this situation.

Respondents' Suggestions for Eliminating Harassment

Most (two-thirds to three-fourths) of the respondents placed primary responsibility for curtailing sexual harassment on the individual, including care in personal dress and clarifying personal relationships, as well as practicing assertiveness in protesting the offense. However, too many respondents (nearly one-fourth) recommended withdrawing from normal social contacts in the workplace. This anti-human-relations stance could seriously affect professional relationships, morale, and other aspects of the school organization.

General Attitudes

The respondents took a moderate position on issues (statements) relating to sexual behavior in the workplace. This reflected the basic conservatism and greater age/maturity of vocational educators in the Region.

Policies and Available Help

A large number of respondents (41.7%) did not know if a policy on sexual harassment existed in their unit. Nearly as many (37%) were unaware if employees had opportunities to attend workshops or seminars on the topic within recent years. This indicates a need within the profession not only to develop policies but also to provide the means to educate members in their meaning and use.

Guidelines for Dealing with Sexual Harassment in Vocational Education

The following guidelines are appropriate means for preventing incidents of harassment or dealing with the problem to the extent it occurs in a vocational education unit:

1. Develop within each unit written policies which explain the problem, clearly specify procedures for resolution, and forcefully state that harassment will not be tolerated.
2. Inform all employees in the unit of the policies through periodic meetings devoted to the topic.
3. Involve employees of the unit -- through committee work and other responsibilities -- in the development and enforcement of a comprehensive code of conduct.
4. Establish a counseling service available for employees (both victims and those accused of harassment) to receive confidential advice regarding alternatives available for resolving the situation.
5. Provide seminars, workshops, self-paced individualized guides or other learning experiences for employees on how to deal with sexual harassment.
6. Develop a course-of-action listing of penalities for violation of the anti-harassment policies.
7. Make legal aid available for victims of harassment.
8. Secure commitment of the professional organizations to which vocational educators belong, to support policies and activities aimed at eliminating sexual harassment.
9. Conduct periodic, confidential inquiries within each unit to determine if instances of harassment are occurring.
10. Provide administrators of vocational education units with inservice education on how to deal quickly, fairly, and effectively with cases of sexual harassment.

RECOMMENDATIONS

As an outgrowth of the study, the investigator recommends that:

1. The topic of sexual harassment be openly discussed and studied, in order to provide solutions to the potential problem for the profession.
2. Other regions of the country and/or states conduct studies of vocational educators to determine the extent of the problem in their area.
3. Action be taken by government agencies and professional organizations involved in vocational-technical education to insure that compliance with the spirit of the law regarding sexual harassment is carried out at all levels.
4. Findings regarding the nature, extent and resolution of harassment cases be publicized widely throughout the Region.
5. Attention be given to helping employees, males as well as females, avert being victimized by sexual harassment or from being accused of harassing behavior.
6. Educational programs be conducted to make vocational educators aware of the range of forms which sexual harassment may take, and the means available to deal with each type.
7. School systems be helped in establishing appropriate policies and procedures for reducing or eliminating sexual harassment in their institutions.
8. Serious deliberations be given at the highest levels for ways to improve the working environment, including the reduction of sexually-related job pressures.
9. Workshops and seminars aimed at helping vocational educators be stepped up in frequency and intensity so that every one has the opportunity to participate and become aware of the situation.
10. Further study be made of the many factors associated with the problem of sexual harassment among vocational educators in the Region.

11. Research be initiated to determine the nature and extent of sexual harassment among related groups such as support staff and students in vocational education.
12. The proposed guidelines be tested in local vocational education units in order to validate and/or modify them for widespread use.

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APPENDIX

A. Questionnaire, Cover Letter, and Postcard Follow-up

B. Human Subjects Approval Form, North Carolina State University

C. Guidelines on Discrimination Because of Sex -- EEOC

SURVEY OF SEXUAL HARASSMENT
IN THE WORK PLACE

The purpose of this study is to determine the nature, extent and resolution of sexual harassment among vocational educators on the job in the Southeastern U. S. Your conscientious completion of this form is solicited.

DEFINITION

Sexual harassment in the work place is defined as any deliberate, unsolicited and unwanted sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a superior or co-worker which has or may have direct employment consequences from accepting or rejecting such conduct. It includes verbal innuendos and suggestive comments, leering, gestures, unwanted physical contact (touching, pinching, etc.), rape and attempted rape. It is a form of discrimination mainly perpetrated by men against women, but harassment of men by women is not unknown. It is supported and reinforced by the use of economic power (threat of reprisals). In addition to being personal violations, sexual demands in the work place -- especially between employer and employee -- threaten a person's economic livelihood and create a negative work atmosphere. Federal guidelines prohibit sexual harassment on the job, whether physical or verbal, under Title VII of the Civil Rights Act.

SECTION A: NATURE AND EXTENT OF SEXUAL HARASSMENT ON THE JOB

1. Have you <u>experienced</u> any type of sexual harassment on your job within the past 3 years? Yes _____ (1) No _____ (2)

2. Have you <u>observed</u> any instances of sexual harassment in your work unit during this three year period? Yes _____ (1) No _____ (2)

IF YOUR ANSWER IS <u>NO</u> TO QUESTIONS 1 and 2, SKIP TO SECTION B, Page 2

Which of the following forms of sexual harassment by co-workers and/or supervisors have occurred? (Indicate as many as apply by <u>checking</u> (✓) the <u>frequency</u> in the blanks to the right.)

	Frequency of Occurrence		
	1 Rarely	2 Occasionally	3 Often
3. Suggestive looks (leering)	_____	_____	_____
4. Comments with sexual meanings	_____	_____	_____
5. Body contact (touching, brushing against, grabbing, or pinching)	_____	_____	_____
6. Repeated pressure for personal relationships (dates)	_____	_____	_____
7. Sexual propositions (request for sex)	_____	_____	_____
8. Coerced sex (sexual demands with implied or overt threats concerning one's job, promotion, recommendation, etc.)	_____	_____	_____
9. Physical assault	_____	_____	_____
10. Other (please specify)	_____	_____	_____
_____	_____	_____	_____

Select from the list (in Questions 3-10) the <u>one</u> form of harassment that occurred in your work unit which seems <u>most</u> <u>serious</u> to you; now answer the following questions:

11. Incident selected _____ (Item Number) _____ (Description of Experience)

12. What action was taken by the victim? (check the one <u>major</u> action)

_____ 0 no action was taken
_____ 1 the victim ignored the harassment (made a joke of it, etc.)
_____ 2 the victim went along with the harassment (cooperated)
_____ 3 the victim confronted the harasser
_____ 4 the victim discussed it with a co-worker
_____ 5 the victim reported it to higher authority
_____ 6 the victim sought outside help (counseling, etc.)
_____ 7 the victim took legal action
_____ 8 the victim left the unit (resigned, transferred, or changed jobs)
_____ 9 other (please specify) _____

(Please continue on the reverse side)

13. Which of the following things occurred as a result of the action taken in item 12? (check the major result)

_____ 0 nothing happened, "business as usual"
_____ 1 harassment continued
_____ 2 harassment stopped
_____ 3 the victim left the job voluntarily
_____ 4 the victim was fired or transferred
_____ 5 the harasser was fired or transferred
_____ 6 the harasser left the job voluntarily
_____ 7 the victim was denied promotion or a raise
_____ 8 the harasser was reprimanded (fined, demoted, etc.)
_____ 9 other (please specify) _____

SECTION B: ATTITUDES TOWARD SEXUAL HARASSMENT

Listed below are some general statements about sexually related behavior in the working environment. Please indicate your feelings about each statement by circling your response on the scale at the right.

		1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
14.	I believe it is necessary to tolerate sexual harassment on the job.	1	2	3	4	5
15.	I feel that sexual harassment is a serious problem for many workers.	1	2	3	4	5
16.	Sexual tensions between persons who work together are natural.	1	2	3	4	5
17.	Innocent flirtations make the workday interesting.	1	2	3	4	5
18.	An attractive person has to expect sexual advances and must learn how to handle them.	1	2	3	4	5
19.	Encouraging the boss's sexual interest is often a way of getting ahead.	1	2	3	4	5
20.	Workers who are bothered by co-workers of the opposite sex are usually asking for it.	1	2	3	4	5
21.	Unwelcome attentions on the job are offensive.	1	2	3	4	5
22.	Sexual harassment is society's way of keeping people in their place.	1	2	3	4	5
23.	It is only natural for a person to use his/her sexual attractiveness since it is a basic asset meant to be used.	1	2	3	4	5
24.	Using sexual attractiveness is an appropriate way for a person to gain job advantages.	1	2	3	4	5
25.	A person using sexual attractiveness to his/her advantage tends to perpetuate a system of sexism.	1	2	3	4	5
26.	If co-workers use their sexual attractiveness to advance on the job, that's their business and has nothing to do with me.	1	2	3	4	5
27.	On the job, men's physical attractiveness is just as important as women's.	1	2	3	4	5
28.	Sexual harassment is just part of the job.	1	2	3	4	5

(Please continue on the next sheet)

	1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
29. A person should not "make waves" over sexual harassment at work.	1	2	3	4	5
30. Generally, I feel powerless to improve my working conditions.	1	2	3	4	5
31. Society shows favoritism to members of the opposite sex.	1	2	3	4	5

Which of the following would you recommend in order to eliminate sexual harassment on the job? (please check any which apply)

_____ 32. avoid working with members of the opposite sex (M.O.S.) whenever possible
_____ 33. avoid socializing with M.O.S. on the job
_____ 34. avoid socializing off-the-job with M.O.S. co-workers/superiors
_____ 35. adopt a cool, guarded manner
_____ 36. use care about dress on the job
_____ 37. make it clear about married status or commitment to one person
_____ 38. pretend not to notice (ignore the harassment)
_____ 39. openly object to the behavior
_____ 40. transfer/change jobs
_____ 41. take legal action
_____ 42. other (please specify) _____

SECTION C: DEMOGRAPHIC DATA

The following information is needed to fully analyze the survey. All responses will be pooled so your answers will be kept strictly confidential.

43. Your sex: male _____ (1) female _____ (2)

44.-45. Your year of birth: 19 _____

46. Your race: White _____ (1) Black _____ (2) Oriental _____ (3) Am. Indian _____ (4) Other _____ (5)

47. In terms of physical attractiveness, how would you rate yourself on a scale of one to ten? __ __

48. Your marital status: (check one)

_____ 1. Single
_____ 2. Single, living with a member of the opposite sex
_____ 3. Married, first time
_____ 4. Remarried
_____ 5. Separated
_____ 6. Divorced
_____ 7. Widowed

49. Your highest educational level: (check one)

_____ 1. Grade school
_____ 2. Some high school
_____ 3. High School diploma/G.E.D.
_____ 4. Some college
_____ 5. Associate Degree (2 year)
_____ 6. Bachelors Degree
_____ 7. Masters Degree
_____ 8. Specialist Degree (6th year)
_____ 9. Doctorate

50. Your present employment status? (check one)

_____ 1. Full-time (40 or more hours/week)
_____ 2. Part-time (less than 40 hours/week)
_____ 3. Unemployed
_____ 4. Retired

51.-52. How long have you been employed in your current position? ___ ___ years (count part of a year as one year)

53. If employed, is your immediate supervisor: male _____ (1) female _____ (2)?

54. Are your co-workers (check the appropriate blank):

_____ (1) all male _____ (2) all female _____ (3) majority male _____ (4) majority female?

(Please continue on the reverse side)

55. Do you directly supervise others in your job? Yes ___ (1) No ___ (2)

56.-58. If so, how many? ___ ___ ___

59. What is your position, classification or job title? (check one)

___ 1. Teacher/instructor/coordinator
___ 2. Teacher educator or counselor educator
___ 3. Local administrator
___ 4. District/Regional administrator
___ 5. State Supervisor/Administrator
___ 6. Counselor
___ 7. Board member
___ 8. Student
___ 9. Other (please specify) _____

60. What is your program area? (check one)

___ 1. Agriculture
___ 2. Business and Office
___ 3. Distributive
___ 4. Guidance
___ 5. Health Occupations
___ 6. Home Economics
___ 7. Industrial Arts
___ 8. Trade and Industrial Education
___ 9. Other (specify)
_____

61. Is there a policy on sexual harassment in your unit?
Yes ___ (1) No ___ (2) Don't know ___ (3)

62. Have employees in your unit had the opportunity to attend a seminar or workshop on sexual harassment during the past three years?

Yes ___ (1) No ___ (2) Don't know ___ (3)

63.-66. ID CODE ___ ___ ___ ___ (For researcher use only)

If you have any comments or suggestions regarding the harassment problem, please write them below:

Thank you for your cooperation. Please return the completed form to:

M. J. Iverson, Associate Professor
Department of Occupational Education
Box 5096
N. C. State University
Raleigh, N. C. 27650

North Carolina State University
School of Education

Department of Occupational Education
P. O. Box 5096
Raleigh, N. C. 27650
(919) 737-2234

November 8, 1982

Dear Colleague:

You have been selected from among AVA members in the Southeastern states to help us answer the question, "Is sexual harassment a problem among vocational educators in the Region?" The extent, nature and resolution of this problem can be determined only by securing information from vocational educators in the respective states. Please help us to secure accurate results by completing the enclosed questionnaire and returning it this week, if at all possible. It shouldn't take over 15 minutes of your time. Your response is important because you represent 20 other professionals from the area (you are part of a five percent random sample).

I assure you that your specific responses will remain confidential. All data will be pooled so that no individual will be identified. The code number will be used only to follow up non-respondents. When the data collection period is over, the list of names, addresses and code numbers will be destroyed. Until then, the list is being kept under lock and key. This procedure has been approved by the Human Subjects Committee at North Carolina State University.

Thank you for your help with the study*. I look forward to receiving your reply.

Sincerely,

Maynard J. Iverson, Ph.D.
Associate Professor and
Director of the Study

MJI:jsb
Enclosure

* This study is partially funded through a grant from Phi Delta Kappa (national education honorary) and is being conducted in cooperation with the Auburn (AL) Chapter of PDK and the Department of Occupational Education, North Carolina State University.

North Carolina State University at Raleigh is a constituent institution of The University of North Carolina.

Box 5096, Raleigh, NC 27650
December 20, 1982

Season's greetings!

In mid-November you received a survey concerning sexual harassment among vocational educators in the Southeastern U.S. This study, funded by Phi Delta Kappa (education honorary), is an important first step in solving any problems that exist.

The rush of holiday activities often causes one to set aside such mail for "later action". However, now that Christmas vacation is here, please complete and mail the questionnaire at your earliest convenience. Remember, your reply represents 20 of your associates; thus your response is vital for accuracy of the study.

I plan to process the data in early January. May I hear from you by then? Thank you, and best wishes for a happy holiday and a prosperous 1983!

Sincerely,

Maynard J. Iverson, PhD
Director of the Study

Appendix B

PROJECT APPROVAL FORM FOR USE OF HUMAN SUBJECTS IN RESEARCH

Submit in duplicate to Dr. Ian S. Longmuir, Chairman, 135 Polk

Project Title: Sex-Related Pressures on Male & Female Employees of Public Institutions and Agencies Concerned with Vocational Education in the Southeast

Principal Investigators: NCSU Faculty — Maynard J. Iverson, PhD; Associate Professor, Occupational Education

Source of Funding (other than personal): Phi Delta Kappa (Education Honorary)

Approximate Number of Human Subjects to be Involved: 1500

Brief Description of Procedures Which Involve the Use of Human Subjects:

A random sample of members of the American Vocational Association in the nine southeastern states will be mailed survey forms and a cover letter explaining the project and assuring confidentiality. A postage-paid return envelope will be included; a follow-up will be conducted two weeks after the initial mailing. The data will be collected during September-October, 1982. Data will be analyzed by computer using appropriate descriptive and inferential statistics. The name list will be kept under lock during data collection; once data are converted to computer record, the list of names will be destroyed. (A copy of the instrument is attached.)

Circle "does not", "may" or "does" as appropriate. Form must be signed.

It is the professional opinion of the principal investigators that the project described above (does not, may, does) involve any significant physical, psychological, sociological, or legal risk to any of the human subjects who will participate in the project.

Submitted by: M. J. Iverson Date 8-6-82

Address: 502 Poe Hall, NCSU

For use of Committee only

POSSIBLE RISK (refer to full committee): _____ Date _____ _____ Date _____

Return form to Comm. Chairperson who will schedule action and notify the principal investigator.

(Initial Review) --

APPROVED (no ~~significant~~ risk involved): _____ Date 8.16.82 _____ Date _____

Return fully signed form to principal investigator for permanent file.

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EQUAL EMPLOYMENT OPPORTUNITY COMMISSION

29 CFR Part 1604

Discrimination Because of Sex Under Title VII of the Civil Rights Act of 1964, as Amended; Adoption of Final Interpretive Guidelines

AGENCY: Equal Employment Opportunity Commission.

ACTION: Final Amendment to Guidelines on Discrimination Because of Sex.

SUMMARY: On April 11, 1980, the Equal Employment Opportunity Commission published the Interim Guidelines on sexual harassment as an amendment to the Guidelines on Discrimination Because of Sex, 29 CFR part 1604.11, 45 FR 25024. This amendment will re-affirm that sexual harassment is an unlawful employment practice. The EEOC received public comments for 60 days subsequent to the date of publication of the Interim Guidelines. As a result of the comments and the analysis of them, these Final Guidelines were drafted.

EFFECTIVE DATE: November 10, 1980.

FOR FURTHER INFORMATION CONTACT: Karen Danart, Acting Director, Office of Policy Implementation, Equal Employment Opportunity Commission, 2401 E Street, NW., Washington, D.C. 20506, (202) 634-7060.

[*Supplementary Information* concerning comments received on the interim guidelines, and relevant case law is omitted.]

Accordingly, 29 CFR Chapter XIV, Part 1604 is amended by adding § 1604.11 to read as follows:

PART 1604—GUIDELINES ON DISCRIMINATION BECAUSE OF SEX

§ 1604.11 Sexual harassment.

(a) Harassment on the basis of sex is a violation of Sec. 703 of Title VII.[1] Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidatin, hostile, or offensive working environment.

(b) In determining whether alleged conduct constitutes sexual harassment, the Commission will look at the record as a whole and at the totality of the circumstances, such as the nature of the sexual advances and the context in which the alleged incidents occurred. The determination of the legality of a particular action will be made from the facts, on a case by case basis.

(c) Applying general Title VII principles, an employer, employment agency, joint apprenticeship committee or labor organization (hereinafter collectively referred to as "employer") is responsible for its acts and those of its agents and supervisory employees with respect to sexual harassment regardless of whether the specific acts complained of were authorized or even forbidden by the employer and regardless of whether the employer knew or should have known of their occurrence. The Commission will examine the circumstances of the particular employment relationship and the job functions performed by the individual in determining whether an individual acts in either a supervisory or agency capacity.

(d) With respect to conduct between fellow employees, an employer is responsible for acts of sexual harassment in the workplace where the employer (or its agents or supervisory employees) knows or should have known of the conduct, unless it can show that it took immediate and appropriate corrective action.

(e) An employer may also be responsible for the acts of non-employees, with respect to sexual harassment of employees in the workplace, where the employer (or its agents or supervisory employees) knows or should have known of the conduct and fails to take immediate and appropriate corrective action. In reviewing these cases the Commission will consider the extent of the employer's control and any other legal responsibility which the employer may have with respect to the conduct of such non-employer.

(f) Prevention is the best tool for the elimination of sexual harassment. An employer should take all steps necessary to prevent sexual harassment from occurring, such as affirmatively raising the subject, expressing strong disapproval, developing appropriate sanctions, informing employees of their right to raise and how to raise the issue of harassment under Title VII, and developing methods to sensitize all concerned.

(g) Other related practices: Where employment opportunities or benefits are granted because of an individual's submission to the employer's sexual advances or requests for sexual favors, the employer may be held liable for unlawful sex discrimination against other persons who were qualified for but denied that employment opportunity or benefit.

(Title VII, Pub. L. 88-352, 78 Stat. 253 (42 U.S.C. 2000e et seq.))

(FR Doc. 80-34981 Filed 11-7-80; 8:45 am)
BILLING CODE 6570-06-M

[1] The principles involved here continue to apply to race, color, religion or other origin.